ST HURMIZD
ASSYRIAN PRIMARY SCHOOL

GUIDELINES FOR ST HURMIZD
ASSYRIAN PRIMARY SCHOOL PARENTS

REMOTE LEARNING

INTRODUCTION

St Hurmizd Assyrian Primary School is committed to the continuity of student learning and an engaging remote student learning experience. At this time, when students are engaged in a remote learning experience at home or at school, St Hurmizd Assyrian Primary School relies on its partnership with parents. We are such a strong community; when we all work together and support each other we can achieve so much. This document provides guidelines for parents to help you assist your child's learning in an online environment.

ENSURING AN APPROPRIATE HOME ENVIRONMENT FOR LEARNING

All students will start the day with their classroom teacher, when the teacher marks the attendance roll on *class Dojo* or *Google Classroom*.

We encourage parents to:

• Create/Reinforce set daily routines and schedules, reflecting the normal school day.

• Ensure a quiet, comfortable, dedicated learning/ work space free from distraction to allow for focussed learning.

• Check that your child has all the resources that they need for the day.

• View your child as a school student throughout the standard school day.

• Encourage your child to break as usual at recess and lunch.

• Assist your child to stay organised. Visual checklists are effective tools in this regard.

SEEK TO ENSURE A SAFE HOME ENVIRONMENT FOR LEARNING

As learning will now take place remotely, the School looks to parents to ensure that their child can take part in remote schooling in a safe and secure environment.

We encourage parents to:

• Identify and remove, or reduce as far as possible, all hazards in the learning (including physical education) environment – in particular slip and trip hazards and obstructions.

• Check electrical cords and other electrical equipment used is in good condition.

• Seek to ensure that your child's workstation is ergonomic.

• Check that there is good ventilation and that there is good lighting.

• Ensure safe and available means of entry to, exit from and access around the learning environment, bathroom, kitchen and other areas used for breaks during the school day.

• Check in with your child through the course of the School day and monitor or otherwise supervise them as appropriate during the period of remote learning.

• Check your child's Google settings and internet browser settings and if you have not already done so consider adjusting privacy settings and applying filters for inappropriate content. Please contact SHAPS IT Help Desk if you need assistance with this.

• Access and refer to the cyber safety resources available on the website of the eSafety Commissioner here: **https://www.esafety.gov.au/parents**

• Avoid recording any of your child's online virtual classroom experiences using a mobile phone or other device.

ENCOURAGE POSITIVE BEHAVIOURS

Students will be taught in an online environment where they are required to contribute positively to classroom forums or discussion boards. They may also be required to watch video lessons or livestreamed lessons as part of their online learning experience.

We encourage parents to:

• Refer your child to the **School PBS Matrix** found in the Student Diary (3-6 only). These expected behaviours apply equally in an online environment.

• Discuss appropriate online behaviours, particularly when engaging in a livestream environment.

• Remind your child to respect the rights and privacy of other students and staff, including the right not to be harassed, sexually harassed, bullied or discriminated against in an online forum.

• Emphasise to your child that anti-social behaviours are not acceptable on line just as they are not acceptable at school.

• Monitor, as age appropriate, your child's online behaviours.

SUPPORT A GROWTH MINDSET

A growth mindset assumes that challenges are a part of life and that sometimes learning can be difficult. The mindset builds in students an anti-fragility that welcomes challenge and presses on, believing that hard work and application will lead to improvement.

We encourage parents to:

• Check-in with your child's around learning activities and intentions.

• Ask your child what they have found challenging.

• Work on solutions to problems together, breaking down complexities.

• Use the word 'yet' as an encouragement to continue grappling with learning.

• Talk about mistakes as an important part of the learning process.

• Allow your child to own their work – and not be tempted to complete it for them even when they are struggling.

• Encourage your child to seek support from their teacher if they are struggling or having trouble.

• Avoid participating in a virtual classroom broadcast with your child's class.

• Assist your child to complete work in a timely fashion – submit work within the given timeframe and refrain from finishing tasks that may be available on *Class Dojo* and *Google Classroom* prior to the lesson taking place.

LOOK OUT FOR YOUR CHILD'S WELLBEING

Students may feel isolated and distressed. Some may be anxious. Whilst your child's Classroom Teacher and Grade Leader will be available online, so too will the School's counselling services.

Information about counselling services is available by Ms Panna Makko, on
Email: studentwellbeing@shaps.nsw.edu.au

We encourage parents to:

• Seek to maintain as far as possible normal domestic routines at home.

• Plan and encourage regular off-screen breaks.

• Encourage your child to reach out to friends – whether in school breaks (recess and lunch) or before or after school.

• Encourage your child to remain physically active – going for walks, runs, shooting hoops etc.

• Encourage your child to sing, play a musical instrument and/or listen to music.

• 'Check in' with your child regularly.

• Seek to help your child manage their worries and emotions associated with these challenging times.

• Contact your child's Classroom Teacher, Grade Leader or the School Counsellor if you have concerns.

• Arrange for your child to meet (by telephone or online) with a School Counsellor, if necessary.

COMMUNICATE WELL

Effective, positive communication is an important part of community cultures. At St Hurmizd Assyrian Primary School, we thrive on open communication and opportunities to share good news, discuss any issues and maintain an ongoing dialogue.

We encourage parents to:

• Communicate with staff via email when a significant issue arises regarding the learning of your child.

• Discuss self-regulation with your child and that responsibility for their learning in an online environment is increased.

• Read communications and updates from the School and ensure your child is included where necessary or appropriate.

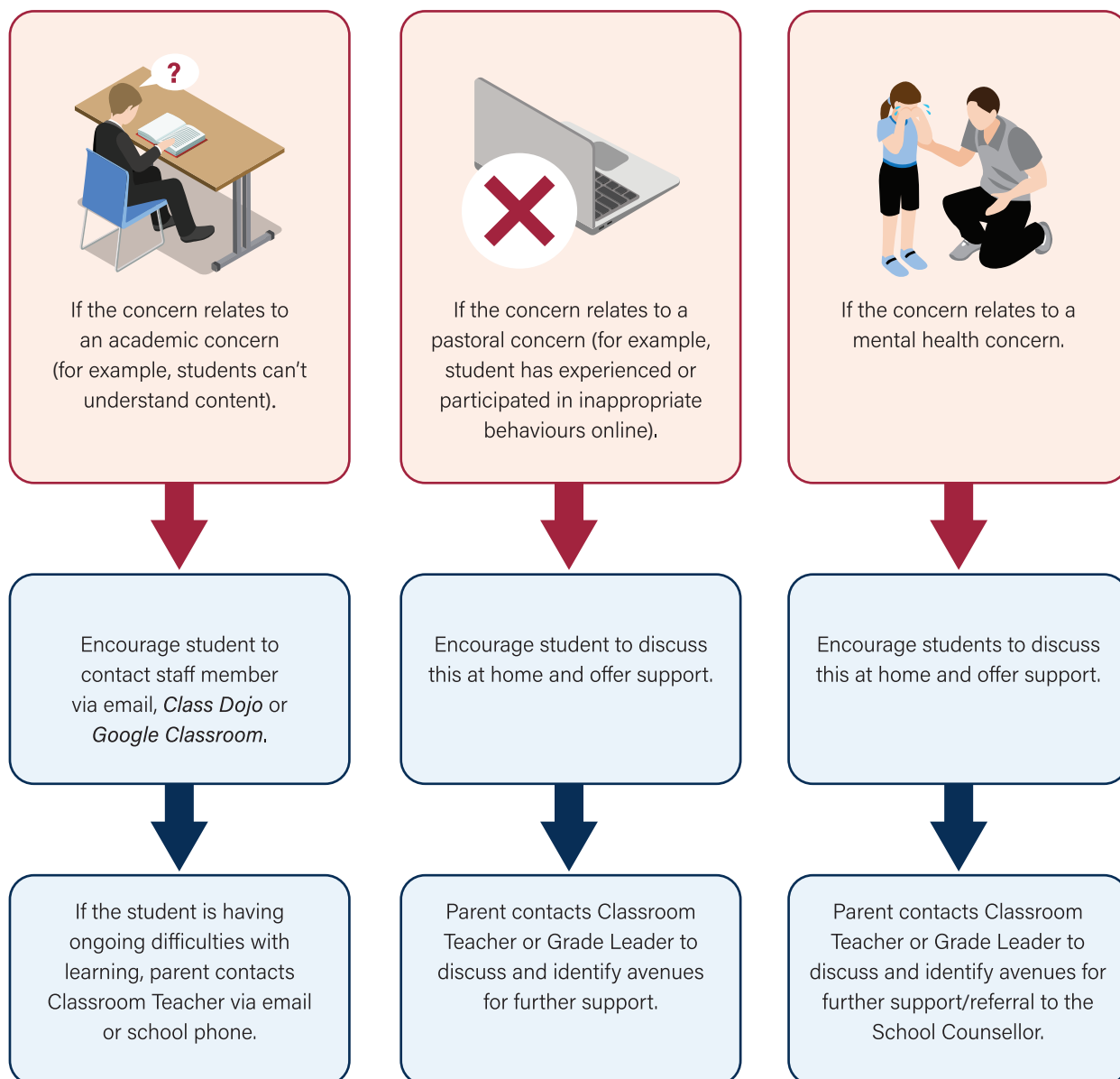• Understand that a response to email or phone calls may not be actioned immediately by staff.

CHAMPION MUTUAL RESPECT

We believe that student learning is enhanced when staff, parents/carers and students work in a mutually respectful environment and parents are positively engaged in the education of their child.

We encourage parents to:

• Respect differences in online pedagogies employed by staff.

• Support school policies and values.

• Maintain respect in all communication, be it with their child or with staff.

• Support the learning environment and approach employed by the School.

• Reinforce appropriate online learning behaviours of their child.

FLOW CHART FOR RAISING POSSIBLE AREAS OF CONCERN

If the concern relates to an academic concern (for example, students can't understand content).

If the concern relates to a pastoral concern (for example, student has experienced or participated in inappropriate behaviours online).

If the concern relates to a mental health concern.

Encourage student to contact staff member via email, *Class Dojo* or *Google Classroom*.

Encourage student to discuss this at home and offer support.

Encourage students to discuss this at home and offer support.

If the student is having ongoing difficulties with learning, parent contacts Classroom Teacher via email or school phone.

Parent contacts Classroom Teacher or Grade Leader to discuss and identify avenues for further support.

Parent contacts Classroom Teacher or Grade Leader to discuss and identify avenues for further support/referral to the School Counsellor.

PROTOCOLS FOR ONLINE LEARNING

Teachers

• Specify and prepare a range of curriculum centred activities for students on a weekly basis.

• Consider a balance between curriculum and lifestyle-based tasks when setting activities.

• Create a range of engaging learning activities that incorporate multimedia and written tasks.

• Provide regular opportunities for communication between home and school, including feedback and lesson preparation.

• Be mindful of the allocation of on-screen and off-screen learning tasks.

Students

• With the support of your parents, plan and organise your time to follow a timetable for learning.

• Complete all learning tasks with your highest level of effort.

• refer to success criteria to make sure you are meeting expectations.

• Ensure tasks are completed within the allocated time frame.

• Respect all learning times, especially online and remember the St Hurmizd responsibilities for online learning.

• REMEMBER we have the same expectations with the correct use of IT equipment whilst at home.

Parents or Guardians

• Organise a dedicated learning space if available.

• Help your child to plan, organise and follow a timetable for learning that includes opportunities for play breaks and wellbeing activities.

• Monitor learning tasks to assist your child when necessary.

• Expect your child to complete learning tasks both independently and with some support in the timeframe given and with their highest level of effort.

• Will be mindful to manage screen time and student activity online.

• Ensure children take regular breaks each day.

TIPS FOR SETTING UP A HOME LEARNING ENVIRONMENT

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a:

• Public/family space, not in a bedroom.

• A place that can be quiet at times and have a strong wireless internet signal, if possible.

• A space where you or another adult is present and monitoring your children's learning.

CHECKLIST

☑ Is the area free of distraction?

☑ Is there excessive noise in the area?

☑ Are there trip hazards in the area?

☑ Is the area exposed to direct glare or reflections?

☑ Does the area have sufficient power points available?

☑ Is equipment (extension cords etc.) in good, safe, working condition?

☑ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?

☑ Is the chair adjusted correctly?

> • Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
> • The chair backrest should support the lower back and allow your child to sit upright.
> • The chair should move freely and not be restricted by hazards such as mats and power cords.
> • Chair arm rests should be removed or lowered when typing.

☑ Is the computer adjusted correctly?

> • The screen should be positioned directly in front of your child.
> • The screen should be at a distance where your child can see clearly and easily without straining.
> • The top of the screen should be slightly lower than eye level.
> • The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
> • The mouse should be placed directly next to the keyboard.

☑ Are their most frequently used items within easy reach from a seated position?